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ABSTRACT

Based on the ideas and outlines submitted by teachers and administrators participating in a workshop on women's role in the world of work, this collection of sample lessons focusing on the career development of women can be taught at various levels of the career education world of work K-10 continuum. The content is presented in sixteen units. Each unit stresses one of seven career development areas and includes suggested grade levels, developmental objectives, behavioral objectives, suggested activities, and a sample lesson. The sample lessons consist of a title, a listing of the materials needed to conduct the lesson, and a procedure (a description of activities that enhance the lesson). The seven areas of career development included are self, world of work, education and training, individual and environment, decision making, employability and work adjustment, and economics. A plan for the equalization of male/female role opportunities, especially at the senior high school level, concludes the guide. (EM)

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ED151592

Warren City Schools

Department of Career Education

Warren, Ohio

World of Work

K - 10

Continuum

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INTRODUCTION

The following is a collection of sample lessons which can be taught at the various levels of the Career Education, World of Work continuum. Each unit consists of the following:

Developmental Objectives
Behavioral Objectives
Suggested Activities
Sample Lesson

The seven major areas of career development, as outlined by the Ohio design for career development, have been included. Suggested grade levels and the developmental area which is stressed are indicated on each unit.

The sample lessons consist of a title, a listing of the materials needed to conduct the lesson, and a description of activities that should enhance the lesson. A plan for equalization of male/female role opportunities, especially at the senior high school level, is included.

As indicated by the title of this collection, it is hoped that these sample lessons will be useful to educators in their development of in-class activities which will aid all students in their career development process--free of sex-role stereotyping.

ACKNOWLEDGEMENTS

The lessons contained in this collection are the result of ideas and specific outlines submitted by teachers and administrators enrolled in "Women's Role in the World of Work" workshop sessions. The workshops were led by Drs. Ron Richards and Robert DiGiulio of Youngstown State University and Mr. Michael A. Zockle, coordinator of the World of Work Project for the Warren City Schools. The lessons were adapted and compiled by Ms. Anna V. Calderas, Career Specialist. The cover was designed by Ms. Ida M. Halasz, Media Specialist. Mrs. Carrie Markopulos secretary for the World of Work Project, prepared the copy for print.

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SELF-AWARENESS, SELF-ACCEPTANCE, SELF-AFFIRMATION (INTERESTS)

DEVELOPMENTAL OBJECTIVE

To develop an awareness that each individual has feelings similar to feelings of others.

RELATED BEHAVIORAL OBJECTIVES

1. Given a group discussion, each child will be able to name and demonstrate four emotions felt by everyone.

2. Given a group discussion, the child will be able to demonstrate awareness of causes of the four emotions discussed by stating and/or describing personal experiences which have produced these feelings.

3. Given a picture of an individual clearly displaying an emotion, the child will be able to name the emotion.

4. Given a dittoed worksheet listing a variety of situations, the child will be able to state the probable, personal reaction(s) that situation would produce.

SUGGESTED ACTIVITIES

1. Discuss feelings: anger, fear, happiness, and sadness. Relate personal experiences.

2. Sit in a semicircle, demonstrating feelings called out by the instructor or individual student.

3. Draw masks and stage a brief play based on situations encountered by the age group.

4. Physically interpret emotions suggested by various types of music.

5. Artistically interpret one of the four emotions discussed.

6. Make a collage of faces showing emotions from pictures brought in by class members.

7. Complete open-ended sentences based on individual reactions, e.g., I feel happy when..., I feel angry when ..., etc.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Everyone Has Feelings"

MATERIALS

Focus on Self-Development, Stage One: Awareness, Unit C. Chicago: Science Research Associates, Inc.
Filmstrip projector, record player

PROCEDURE

1. Show filmstrip and play the record: "Circle of Feelings."

2. Discuss questions based on the filmstrip and the emotions:

   a. Can you remember the feelings "Circle of Feelings" showed us? Can you name them?

   b. How many of you have ever felt sad? Angry? Afraid? Happy?

   c. Can you show how you look and sound when you are sad? Angry? Afraid? Happy?

   d. Do boys and girls have the same feelings?

   e. Can/do boys and girls show their feelings in the same way?

3. Play the filmstrip again. Encourage the students to act out their feelings and sing along with the record.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness of the contributions of members of a community, to themselves and others, through work.

RELATED BEHAVIORAL OBJECTIVES

1. Given a class discussion, the child will be able to name and explain, with one or more examples, the importance of at least two work roles within the community.

2. Given a role-playing activity, the child will be able to demonstrate the work roles of at least two of the occupations previously discussed.

3. Given a class discussion, the child will be able to describe the work of his/her parent(s) in regard to data, people, and things. The child will also state at least two contributions made to the family and the community through the work roles.

4. Given a class discussion regarding personal qualities, educational and training requirements, and work tasks performed by community workers (e.g., fire fighter, nurse, doctor, police, a mail carrier, etc.), the student will be able to decide, and voice the decision made, concerning male/female capability and participation in each work role.

SUGGESTED ACTIVITIES

1. Have the students interview their parent(s) concerning their occupations through the following suggested guidelines:

   a. Title
   b. Working conditions
   c. Tools used
   d. Experience/training needed
   e. Typical duties
   f. Favorite aspects

2. Have students tell about the work roles of their parent(s) through one or more ways, e.g.,

   a. Role-play
   b. Pantomime
   c. Oral summary
   d. Drawing a picture of the parent(s) at work

3. Invite parents to class to talk with class members about their work.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Parents Are Community Helpers"

MATERIALS

Clothing, tools representative of occupations to be role-played; old magazines, scissors

PROCEDURE

1. Find pictures representative of occupational area(s) of parent(s) and the tools used in them.

2. Show and tell about the pictures according to: which parent performs the work, how the tools are used on the job, where the work is done, participation of males and females in the occupation(s).

3. Make a chart with the titles of the occupations represented by the parents. Place the pictures brought in by the students next to the occupational titles (pictures of workers and pictures of tools).

4. Discuss the work roles according to:

   a. Varieties of occupations in which their parents work
   b. How the occupations help to meet personal, family and community needs
   c. Those occupations which require working principally with data; ... with people; ... with things
   d. Employment of males/females in each

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness of individual abilities, regardless of sex.

RELATED BEHAVIORAL OBJECTIVES

1. Given a group discussion, the student will be able to describe, with at least two examples, how abilities are criteria for one's selection of an occupation.

2. Given filmstrips about various tasks to be completed, the child will be able to name the abilities required in at least one of the situations seen.

3. Given a role-playing situation, the child will act out a work role by demonstrating abilities he/she understands to be required in that occupation.

4. Given an assembly line task in which males and females are in random or alternating positions, each child will be able to perform the task required.

SUGGESTED ACTIVITIES

1. Complete open-ended sentences concerning abilities.

2. Discuss the fact that everyone has at least one talent or aptitude.

3. Show filmstrips stressing various aptitudes.

4. Role-play an occupation.

5. Visit a shopping plaza. Let the children meet a variety of workers; especially look for those in roles where sex-role stereotyping has been equalized.

6. Draw pictures of workers seen on the field trip.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Role-Playing Occupational Abilities"

MATERIALS

Large building blocks, hard hats, boots, variety of real or toy tools, real or stuffed animals; other materials available in the classroom

PROCEDURE

1. Discuss pictures of a variety of male/female workers on the job in regard to the importance of ability required to perform the responsibilities concerned with the job.

2. From the discussion, prepare a list of role-playing situations. Let children volunteer to role-play a personally-selected occupation.

3. Have each child discuss the reasons for the choice made emphasizing the importance of performance abilities.

4. Discuss those roles showing atypical male/female work performances.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness of attitudinal and actual changes regarding various occupational roles in the

Family
School
Community
Society
World

RELATED BEHAVIORAL OBJECTIVES

1. Given a discussion, based on activities performed in the classroom, the child will be able to show the growing development of an open-minded attitude toward sex roles in relation to work experiences.

2. Given a job description, the child will be able to state how the work involved could be performed by males and/or females.

3. Given a project, the child will be able to relate tasks involved to "real-life jobs." The child will be able to orally state this relationship and give examples to show that males and females are capable in areas involved in the project and those related jobs.

SUGGESTED ACTIVITIES

1. Arrange to have the school custodian demonstrate the replacement of a water faucet washer. Let all students change a washer.

2. Have students sew a button on a shirt.

3. Have students crochet a square (pot holder).

4. Make wooden bookends.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Amalgamation of Sex Roles in the Working World"

MATERIALS

Magazines, scissors, paste

PROCEDURE

1. Find a variety of pictures of people at work.

2. Discuss the work being done in the following terms:

   a. Performance
   b. Skills required
   c. Desirable personal qualities
   d. Clothing; tools used
   e. Sex of the workers in the pictures
   f. Possibility of either sex doing the work.

3. Cut out the pictures.

4. Interchange the heads on the pictures.

5. Make a bulletin board using the pictures with an appropriate title, e.g., "We Work Where We Are Happiest."

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an understanding that parents are people and workers.

RELATED BEHAVIORAL OBJECTIVES

1. Given a discussion, the child will be able to give examples showing the need for co-operation of all family members in completing services or tasks which benefit the family unit.

2. Given a discussion, the child will be able to converse meaningfully (according to the grade level) on the subject of sexually-stereotyped roles.

3. Given a role-playing activity, the children will be able to dramatize a work-related situation requiring the co-operation of all family members.

4. Given a discussion, or a written assignment, the child will be able to interpret the role of homemaker as an occupation.

SUGGESTED ACTIVITIES

1. Write a job description of parents' work roles in the home.

2. Discuss the occupations of family members.

3. Have students describe how they have learned working skills in the home (either by watching or doing).

4. Provide a variety of household tools. Have students tell about, and demonstrate, their use. Relate who uses them; describe how they are used in the home.

5. Invite parents to class to discuss their work.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Family Work Responsibilities"

MATERIALS

Dittoed checklist of 20 (or more) household tasks and responsibilities

PROCEDURE

1. Pass out checklists; give instructions for their completion:
   a. Put "F" if the task is usually done by a female in your home.
   b. Put "M" if the task is usually done by a male in your home.
   c. Put "B" if the task is usually done by both in your home.
   d. Put "✓" too, if you help do the task.
2. Tally responses of class members (by show of hands or actual count).
3. Discuss responses; role reversals possible in areas strongly "F" or "M."

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To become aware of one's work achievements:

In independent work situations
In interdependent work situations

RELATED BEHAVIORAL OBJECTIVES

1. Given a group project, the child will be able to cooperate in the planning and completion of the project.

2. Given a discussion, the child will be able to state the relationship between work skills used in a classroom project and adult work roles.

3. Given a written assignment, the child will be able to describe the personal satisfaction gained from successful completion of work-oriented activities.

SUGGESTED ACTIVITIES

1. Rotate classroom "jobs"; alternate male and female assignment or selection for each.

2. Provide a classroom project; correlate skills and knowledge required to adult work roles.

3. Have students write or tell about how they provide a service or product through their participation in working situations at home.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"We Did It!"

(Making hot pot stands and cheese boards)

MATERIALS

Day 1: 1/4 inch fiberboard in assorted sizes; ceramic tiles in various colors and sizes; tile cement

Day 2: Grout mix, water, brushes, paper towels

Day 3: Felt scraps, scissors, glue, tile sealer, brushes

PROCEDURE

1. Outline steps to complete the project:

   A. Day 1

      1. Arrange tiles on fiberboard in a personally-selected pattern.

      2. Apply cement to each tile; press into place.

      3. Allow to dry.

   B. Day 2

      1. Make a paste with the grout mix and water.

      2. Work grout between tiles with brush.

      3. Clean grout from face of tile.

   C. Day 3

      1. Cut felt into small pieces; glue one piece to each corner. (underside)

      2. Apply three coats of sealer to face of tile. (Allow drying time after each coat.)

2. Correlate project activities with the work done, and skills needed, by tile installers.

3. Have students evaluate the personal appeal of this occupation.

4. Correlate the fact that all students participated successfully with a discussion concerning the availability of this occupational area to men and women.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop a sense of pride and personal worth.

To understand that one's occupation can provide satisfaction in many ways.

RELATED BEHAVIORAL OBJECTIVES

1. Given a discussion, the child will be able to describe a task, done at home or at school, which provided personal satisfaction.

2. Given an assignment, the student will be able to write a short story about personal career goals and discuss it with other members of the class and his/her parents.

3. Given a discussion, the student will be able to state why individuals should work where they are happy.

4. Given a discussion, the child will be able to personally define and evaluate "success."

SUGGESTED ACTIVITIES

1. Invite male and female speakers who will emphasize those job-related factors which they find most satisfying to them.

2. Write a brief report on an occupation they believe would be of interest to them; emphasize reasons for the selection.

3. Write a short paper on the theme: "What Work Means to Me."

4. List those factors that make one feel successful at school.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"What I Want to Be"

MATERIALS

Hat; folded paper squares with an occupational title on each

PROCEDURE

1. Prepare small papers with occupational titles; include a large variety of titles. Put these into a hat.

2. Discuss reasons for working; include tangible/intangible benefits.

3. Have children select an occupation for role-playing from the hat.

4. Discuss the performance of the students in terms of skills displayed; responsibilities involved; and male and female employment in the occupational area.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop a positive self-image in work roles.

RELATED BEHAVIORAL OBJECTIVES

1. Given a work situation, the child will be able to detect personal work aptitudes by completing a task successfully as evaluated by others.

2. Given a series of tasks to be performed, the child will be able to complete these in the order listed.

3. Given an individual project which requires sharing of tools available, the child will demonstrate knowledge of the need to wait for one's turn in various group activities.

4. Given a "show and tell" situation regarding a completed classroom work project, the student will be able to describe the procedure required and feelings experienced in relation to individual accomplishment.

5. Given an opportunity to select an occupation for role-playing, the student will express awareness of present interests and aptitudes through the selection made.

SUGGESTED ACTIVITIES

1. Develop plans for setting up a business requiring a variety of workers and tasks to be performed.

2. Provide opportunities for individual participation in a classroom task requiring several students and resulting in a total product or service.

3. Rotate classroom tasks, according to the age level of the group; recognize each child's successful performance in relation to work-related concepts.

4. Discuss class activities and stress the fact that abilities and skills, assuming responsibilities, opportunities for success in many areas, etc., are not sexually-restricted factors.

5. Reinforce positive work attitudes through (verbal or other) rewards.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"When I Grow Up, I Want to Be..."

MATERIALS

Pencils, paper, crayons, needles, thread, cardboard, cloth (or wall paper), dry mount paper, iron

PROCEDURE

1. Give directions for procedure:
   a. Find pictures of workers in a variety of on-the-job scenes.
   b. Choose a picture of someone doing work that you would like to do.
   c. Write a story; pretend you are the worker in the picture.
   d. Draw picture(s) of yourself working.
2. Help students prepare the booklet using the dry mount process:
   a. Assemble all pages; sew along left side.
   b. Cut cover material (one inch larger than the book pages). (Lay open and flat to measure)
   c. Cut two pieces of cardboard that extend 1/2 inch beyond the three open sides.
   d. Cut two pieces of dry mount paper the same size as the cardboard pieces.
   e. Lay cover materials flat. Place dry mount paper and cardboard pieces (fitted together) on top of cover materials. (Dry mount paper is between cover material and cardboard.) Leave space between cardboard pieces to allow book to open and close.
   f. With iron, press a few places to hold cardboard in place. CAUTION: Do not place iron on dry mount material.
   g. Fold corners in; iron to hold. Fold sides; iron: (1) top (2) bottom (3) side.

h. Cut second piece of dry mount in same size as open pages; lay on open cover. Lay open pages on dry mount; press first page, then last page to cover.

3. Read and show booklets.

4. Discuss the fact that all of the students have been authors and illustrators; all have performed identical manual skills (sewing, ironing). Relate this to adult work roles.

NOTES AND COMMENTS

DYNAMICS IN THE WORLD OF WORK

DEVELOPMENTAL OBJECTIVE

To develop an awareness of attitudes concerning women and work.

RELATED BEHAVIORAL OBJECTIVES

1. Given a discussion, the students will be able to state their attitudes regarding women and work.
2. Given a role-playing situation of a personnel manager and a female applicant, the students will be able to orally list those questions which indicate prejudice or bias.
3. Given an opportunity to collect advertisements, cartoons, and job descriptions from want ads, the student will be able to describe attitudes conveyed which relate to women and work.
4. Given an in-class opportunity to interview a woman in an atypical occupation, the students will be able to ask questions regarding attitudes of employers and co-workers.

SUGGESTED ACTIVITIES

1. Role-play an interview between a male personnel manager and a female applicant. Reverse the roles.
2. Orally rewrite brief articles regarding male accomplishments in working situations with terminology indicating female accomplishments. Consider the feasibility.
3. Play a game simulation based on attitudes toward women.
4. Invite a woman in an atypical occupation to speak to the class.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"A Woman's Place Is..."

MATERIALS

Paper, pencils, dittoed sheet of open-ended sentences (based on telegram-type replies) prepared by the instructor

PROCEDURE

1. Complete the sentences with a one-line statement based on women and the world of work, e.g.,

   a. I urge employers to _____.

   b. I urge men to _____.

   c. I urge women to _____.

   d. I urge textbook writers to _____.

   e. I urge legislators to _____.

   f. I urge parents to _____.

   g. I urge advertisers to _____.

   h. I urge school boards to _____.

   i. I urge film makers to _____.

   j. I urge television stations to _____.

2. Collect the papers.

3. Redistribute the papers at random to the students.

4. Read several examples of each completed statement.

5. Evaluate attitudes expressed by writers.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an appreciation for the contribution of women through work.

RELATED BEHAVIORAL OBJECTIVES

1. Given a filmstrip about famous women, the students will be able to suggest motivating factors that were influential in their lives.

2. Given an opportunity to evaluate and rank the order of importance of various factors influencing one's occupational planning, the students will be able to show how the attitudes of the home and community rank on their list.

3. Given a chance to interview several women, from typical and atypical occupations, the student will be able to state at least three ways that women feel they can make a valuable contribution through their work.

4. Given a dittoed list of names of women to research in terms of their contributions through work and services, the students will be able to find those names and the information required.

SUGGESTED ACTIVITIES

1. Invite women in typical/atypical occupations to discuss their work.

2. Interview a variety of female workers, emphasizing questions regarding feelings of achievement and contribution to themselves and society.

3. Discuss known and obscure facts regarding achievements of women.

4. View films/filmstrips showing contributions of women through their work and services. Discuss these.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Who Was That Lady...?"

MATERIALS

Library or media center resource materials

Dittoed sheet of women's names, pencil

PROCEDURE

1. Distribute dittoed sheet of names of famous women for the "People Hunt."

    a. Bella Abzug
    b. Marian Anderson
    c. Susan B. Anthony
    d. Clara Barton
    e. Elizabeth Blackwell
    f. Harriet Stanton Blatch
    g. Carrie Chapan Catt
    h. Prudence Crandall
    i. Bernadette Devlin
    j. Dorothea Dix
    k. Mary Baker Eddy
    l. Althea Gibson
    m. Gloria Steinem
    n. Harriet Tubman
    o. Frances E. Willard

2. Instruct the students to look for the names on the sheet in sources available from the library or media center; write at least one contribution for which the woman is noted through work or services beside her name.

3. Discuss the major contributions of each woman. Especially emphasize any that might be considered atypical for females.

4. Encourage the students to orally relate how literary characters can motivate one at various age levels.

5. Encourage the students to orally relate how literary figures have motivated them.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness of sex-role stereotyping in many areas of life, principally regarding occupational opportunities for women.

RELATED BEHAVIORAL OBJECTIVES

1. Given a group discussion, the student will be able to list at least three ways in which men/women have experienced discrimination in sex-role stereotyped situations.

2. Given a list of a wide variety of occupations, the student will be able to state which have been/are sex-role stereotyped.

3. Given an opportunity to personally evaluate and rank the order of importance of criteria for selecting a job candidate, the student will be able to do so in written or oral form.

4. Given the task of writing a short paper comparing/contrasting the past and present role of women in work, the student will be able to cite general and specific examples of past and present sex-role attitudes.

SUGGESTED ACTIVITIES

1. Role-play various occupations showing male/female performances of similar duties.

2. Visit a bank, department store, factory, or other areas. Discuss numbers of workers seen according to sex and type(s) of work done.

3. Discuss the possibility of male/female reversal of work roles seen on field trip(s).

4. Prepare a picture chart showing statistics regarding employment of women at the present time.

5. Invite personnel managers to speak to the class concerning criteria used for selecting an employee.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Sex-Role Stereotyped Attitudes toward Women in the Working World"

MATERIALS

Evaluative list of sex-role stereotyped attitudes:

1. Women should be housewives rather than working wives.
2. Men should be paid more for a job because they may have a family.
3. Women should be hired only for typically female occupations, e.g., secretaries, nurses, waitresses.
4. Women should not be educated beyond high school.
5. Women should not be too serious about a career because they will probably marry and quit their jobs.
6. It is "unlady-like" for women to play sports.
7. Men are usually smarter than women.
8. Female students should not be allowed to take industrial arts.
9. Women should not have supervisory roles; they are too emotional.
10. Pregnant women should quit their jobs immediately.

PROCEDURE

1. The students will demonstrate their attitudes regarding each issue as it is read from the list in this manner:
    a. Agree -- raise your hand
    b. Strongly agree -- wave your hand vigorously
    c. Disagree -- point your thumb down
    d. Strongly disagree -- point your thumb down repeatedly
    e. Pass -- fold your hands
2. Discuss those issues which produce the strongest reactions.
3. Discuss those issues which show an obvious conflict of attitudes.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To affirm one's present values and attitudes regarding roles of males and females.

RELATED BEHAVIORAL OBJECTIVES

1. Given a discussion, the student will be able to state present (personal and peer group) attitudes regarding social behavior of males and females.

2. Given example situations, the student will be able to state alternatives in the social behavior of males and females.

3. Given the opportunity, the student will be able to correlate attitudes concerning behavioral customs of courtesy with attitudes concerning male/female interaction in work situations.

SUGGESTED ACTIVITIES

1. Dramatize situations that provide for stereotyped male/female social behavior.

2. Have students poll members of their peer group, including those of upper grade levels, regarding current accepted social customs.

3. Read open-ended short stories concerning social customs. Complete these orally or in written form.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Ladies before Gentlemen?"

MATERIALS

None

PROCEDURE

1. Discuss the development of customs and attitudes concerning male/female behavior.

2. Orally list situations in which male/female behavior is/was patterned by rules of etiquette, e.g., payment of the bill on a date, opening doors, preceding other individuals, etc.

3. Evaluate the desirability of a set of rules regarding behavior of males and females.

4. Correlate societal standards of behavior with individual standards. Correlate these standards with the present working environment of men and women.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness of present societal employment practices regarding women and the women's movement for equal opportunity.

RELATED BEHAVIORAL OBJECTIVES

1. Given a discussion, the student will be able to interpret information provided concerning the present and future status of women in occupational areas and will demonstrate a better understanding of their futures in new and different terms.

2. Given a written assignment or discussion, the student will be able to clarify the reasons for personal career plans made, without using his/her sex as a major factor regarding the choice. The students will thereby demonstrate improved preparation for a changing world.

3. Given a study of the Equal Rights Amendment, the student will be able to describe past situations when job discrimination, based on sex, existed.

4. Given the local community environment as an example, the student will be able to identify and tell about local situations where sexually-based discrimination exists.

SUGGESTED ACTIVITIES

1. Research work opportunities for both sexes and determine which require various physical characteristics.

2. Define role situations where sexually-based discrimination exists.

3. Observe workers in various work situations and list ways in which they are or are not suited for their jobs.

4. Role-play a situation showing sexually-based discrimination. Have students evaluate the presentation.

5. Debate, or present a panel discussion on, the role of women, e.g., inside the home versus outside the home.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Viewing the World with Unbiased Vision"

MATERIALS

Media resources available

PROCEDURE

1. Research the women's movement; use filmstrips and reading matter available. Relate this movement to other causes.

2. Discuss or debate the following questions/issues:

   a. Compatibility of marriage and the family with career roles of women. ... if the career requires long-term absence through travel.

   b. How do you feel about the statement: "Most women feel the sexes should be equal, not equivalent"?

   c. Do various ethnic groups view male/female roles differently?

   d. Can women have active careers and still be good mothers? What is a good mother?

   e. What is meant by "feminine"/"feminist"?

   f. How does one's marital status affect one's identity? Does the use of "Ms." change the effect? Does this usage appeal to you?

   g. Should women share lounge facilities with men at work?

   h. Why are pink and blue used to identify female and male infants?

   i. How can discrimination affect one's self-image?

   j. What are your projections for the role(s) of women in the future?

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an increased awareness of discriminatory practices (and the desirability of their elimination) regarding women in the world of work.

RELATED BEHAVIORAL OBJECTIVES

1. Given a background of information regarding the role of women as developed by reading matter, advertising, and other media, the student will be able (in written or oral form) to interpret and evaluate their importance in influencing the present role of women.

2. Given an in-class experience based on sex-role discrimination, the students will be able to orally evaluate feelings and reactions as brought about through the experience.

SUGGESTED ACTIVITIES

1. Explore the role of women (present and past) through library/media center resource materials, magazines and advertising.

2. Discuss the role of women in the world of work.

3. Invite a personnel manager to class who can relate how procedures and questions asked regarding women applicants have changed and the reasons for these changes.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Man Is Not Greater Than Woman" ♂≯♀

MATERIALS

None

PROCEDURE

1. Give special attention to the females in the class by acknowledging their presence.

2. Allow only the females certain privileges such as sitting in any seat they wish; complying readily with their (reasonable) requests while delaying or refusing those of the males; and by responding to the females first (or solely to them) in a case where both sexes are volunteering answers or comments.

3. Assign less or no homework to the females.

4. When the males see the discrimination occurring and questions arise, the object of the lesson is stated, i.e., the female has been in a less than equal position in American society in many areas, especially the working world.

5. Correlate questions regarding the experiment with societal practices, e.g.,

   a. How did you feel when you were obviously ignored when you felt you had something relevant to contribute to the discussion?

   b. Did the preferential treatment of the females seem valid to you?

   c. How have women been influenced to accept a secondary position in regard to job selection, pay, and other working practices?

   d. Do these practices of employment have validity?

   e. What has been/is being done to equalize the situation?

6. Summarize the discussion by a means (oral/written) to evaluate any changes in attitudes/understanding brought about through the experiment.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an increased awareness of the changes occurring in society in regard to sex-role stereotyping of occupations.

RELATED BEHAVIORAL OBJECTIVES

1. Given a group discussion, following research in this area, the student will be able to state at least three ways in which the Equal Rights Amendment has provided increased job opportunities for women.

2. Given a debate situation, the student will be able to argue the statement, "A woman's place is in the home."

3. Given the opportunity to write a brief composition, the student will be able to cite personal and factual reasons concerning the elimination of sex-role occupational stereotyping.

4. Given the opportunity to prepare a three-part collage or bulletin board with pictures of a wide variety of workers, the student will be able to show stereotyped female occupations, typical male occupations and role reversals.

5. Given a group discussion, the student will be able to relate personal experiences in doing tasks considered to be typically those of the opposite sex.

SUGGESTED ACTIVITIES

1. Chart changes in employment practices regarding women: ten years ago; five years ago; at present.

2. Discuss the student's immediate environment, i.e., home and school, in terms of the roles of both sexes, responsibilities, and the flexibility of reversal/sharing of those roles.

3. Take a field trip to a place of work where both sexes are employed and performing non-sex stereotyped roles.

4. Complete a work sheet dealing with attitudes of the students and society in regard to sex roles in working situations.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Let Me See If I Can Do It!"

MATERIALS

Those needed according to task(s) selected

Student will use materials available at home.

PROCEDURE

1. Prepare a list of sex-stereotyped roles/tasks to which males and females are exposed in their formative years at home and in school.

2. Reverse role responsibilities so that four basic tasks to be completed as homework, will result in the total completion of a product or service on the fifth day.

3. Show the product completed and/or describe the service provided.

4. Relate personal feelings in regard to doing the tasks, abilities needed, success in the final result, and any changes in views toward the tasks themselves or those who usually perform them.

5. Discuss attitudes of students toward role reversal of occupations based on their experiences.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To recognize the relationship between various occupational roles and related personal economics and life-styles in regard to all workers, and especially the female worker.

RELATED BEHAVIORAL OBJECTIVES

1. Given the task of naming three ways in which life-styles are related to one's occupation, the student will be able to do so in written or oral form.

2. Given a group discussion, following research in this area, the student will be able to identify, through one or more examples, occupational areas where salary inequities between males and females (in identical work roles) occurred/occur.

3. Given the assignment of interpreting data regarding female employment, including: numbers of workers, areas of employment, average earnings, etc., the student will be able to demonstrate increased understanding of the impact of women on today's job market through an oral analysis presented to the other class members.

4. Given an opportunity to describe an interview with a credit manager, the student will be able to evaluate those areas where sexually-oriented biases exist(ed) in regard to employed females seeking long- or short-term credit.

SUGGESTED ACTIVITIES

1. Discuss the effects of one's occupation on his/her life-style.

2. In the community, visit an industry, hospital and senior high school. Gather data regarding male and female employment; areas of employment (of each, and both males and females) within the facilities; and average salary levels.

3. Interview a credit manager to learn typical questions asked of all who apply for credit. Learn about any asked specifically in relation to employed females and employed males.

SAMPLE LESSON

"Equal Work = Equal Pay"

MATERIALS

Research materials from library and/or media center; U.S. Department of Labor reports

PROCEDURE

1. Students select an occupational area of personal interest.
2. Research available statistics for numbers of employees (including break down by males, females); alternative occupational roles within the general occupational area; average salaries; and outlook for employment.
3. Interview workers and/or personnel manager to determine bases for any sexually-based inequality in the researched areas. (Can be taped)
4. Present report of data learned, views expressed by those interviewed, and personal evaluation of findings.
5. During class discussion, compile lists of information gained in each area researched.
6. Review the information under each area heading. Determine patterns that emerge; research further to determine their validity.
7. Discuss the information and consensus in regard to equal opportunity and pay for male/female applicants and employees.

NOTES AND COMMENTS

A PLAN TO HUMANIZE HIGH SCHOOLS

DEVELOPMENTAL OBJECTIVE

To insure equal opportunity and treatment for women, both staff and students.

RELATED BEHAVIORAL OBJECTIVES

(For Students)

1. Given the opportunity for more humanistic treatment, all students, especially female students, will have a renewed sense of worth which will be demonstrated by their increased participation in areas formerly unavailable or restricted to them.

2. Given the opportunity for increased involvement in sports and on teams involving non-contact sports, primarily those formerly segregated to males, those females applying and qualifying will be able to enjoy equal opportunities for achievement through their participation. They will express a knowledge of this opportunity through their actual participation.

3. Given the opportunity to participate in physically-oriented activities, as a member of a team composed of males and females, the female student will have a renewed feeling of competency and know that stereotyped attitudes regarding females in the sports area are changing. This will be demonstrated by her willingness to participate and actual participation.

4. Given the encouragement and opportunity to review all information regarding occupational choices, the student will know that both sexes are provided choices equally. This will be demonstrated by an analysis of materials and information available which satisfies the individual request of the student.

5. Given a group discussion, the student will be able to point out sexually-oriented biases and fallacies found in textbooks and/or other classroom materials.

(For Personnel)

1. Given an equal opportunity (males and females) for interviewing for a position, applicants will be able to answer questions based on non-sexually-prejudiced questions.

2. Given the opportunity, teachers will be able to state that additional duties are assigned without sexual discrimination.

3. Given the opportunity, secretaries will be able to demonstrate abilities in atypical areas involving meaningful interaction with students.

SUGGESTED ACTIVITIES

(For Sports Programs)

1. Expand interscholastic athletics encouraging participation by female students through formation of teams and scheduling of athletic activities.
2. Secure coaches for each sport; expand coaching positions for girls' athletics.
3. Provide facilities for practice and games on an equal basis as required by game contracts.
4. Negotiate contracts with other schools for scheduling in all sports areas.
5. Schedule all physical education classes into the facility and teaching station best suited for the activity.
6. Maintain a boys' locker room and a girls' locker room.
7. Elimate the designation of "boys' gym" and "girls' gym."
8. Encourage female participation with males in non-contact sports. (In accordance with Ohio High School Athletic Assn. rules and regulations)

(For Teaching)

1. Evaluate students according to ability, preparation, progress and realistic standards.
2. Eliminate any/all discriminatory standards of evaluation.
3. Evaluate textbooks and supplementary materials to determine their level of sexual bias.
4. Provide materials for classroom use which are free of stereotyped male and female roles and contain a balance of male/female emphasis.
5. Point out biases, explain the fallacies and prejudices in materials, in use, which have not been altered to eliminate sex-role stereotyping.

(For Counseling)

1. Encourage males and females to pursue a course of study leading to their career choice.

2. Advise, without being judgmental, all young people concerning career opportunities.

3. Secure factual information and encourage student exploration of all areas of interest, i.e., typical and atypical male/female occupations.

(For Staff Practices by Administrators Regarding Personnel)

1. Review procedures for interviewing candidates for teaching positions.

2. Interview candidates according to openings available and credentials presented, regardless of sex of applicant.

3. Select employees according to credentials presented, regardless of sex.

4. Recruit additional coaches as needed, for increased female participation in sports.

5. Provide for a salary scale based on experience, training and certification; no salary adjustments shall be based on the sex of the teacher.

6. Provide supplemental contracts and salaries for qualifying personnel without preference based on sex of the candidates.

7. Assign additional duties equally to men and women.

(For Staff Practices by Administrators Regarding Classified Personnel)

1. Provide aides to handle routine secretarial matters.

2. Provide increased incentive through increased pay for a variety of atypical secretarial duties, e.g., handling scheduling of programs that do not require the personal attention of the guidance counselor; supervision of club activities and student-oriented projects; handling attendance problems; making contact with parents, by phone or in person, concerning various problems.